DOCUMENT RESUME

ED 384 938 CS 508 981

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TITLE Non-Empirical Research in Communication and Instruction: 1983-1993.
PUB DATE May 95
NOTE 58p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Instruction; *Communication (Thought Transfer); *Communication Research; Content Analysis; Higher Education; Research Needs; Scholarly Journals
IDENTIFIERS Educational Issues; Research Suggestions

ABSTRACT

A study assessed, categorized, and synthesized non-empirical research to provide both an initial assessment and future direction for the field of communication and instruction. Abstracts of all 250 non-empirical instructional communication, communication education, and training and development articles published from 1983 to 1993 in regional, national, and international journals were categorized and coded. Results indicated that: (1) an overwhelming majority of the articles (almost 80%) focused on communication education; (2) the predominant genre of the articles was "pedagogical issues"; (3) only 4% of the articles dealt with the development of theory; (4) a majority of the topics addressed in the articles were directly related to communication education; (5) the majority of the articles were oriented towards undergraduate education; (6) teachers were the primary focus of the articles; and (7) over half of the articles were published during the first 4 years of the period. Findings suggest that instructional communication research has been too centered on the process-product and teacher-centered paradigms of instruction, and that advances in pedagogy have not kept pace with theoretical advances in the communication field. Future research should adopt a more socially-based understanding of learning and shift the focus from communication education to instructional communication. Researchers need to make concerted attempts to promote dialogue to develop theory. (Contains 19 references and 12 tables of data.) (RS)

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ED 384 938

Non-Empirical Research in Communication and Instruction: 1983-1993

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Running head: NON-EMPIRICAL RESEARCH

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Researchers in the areas of instructional communication, communication education, and communication training and development have made concerted efforts to examine instructional, communicative, strategies that promote positive, cognitive, affective, and behavioral outcomes within the instructional setting. Despite contributions made in understanding the complexities inherent within the instructional domain, certain communication scholars suggest that research in the areas of communication and instruction have become constrained. Sprague (1992) argues that instructional communication research has become isolated due to a predominant influence of the process-product, teacher-centered, paradigms of instruction. Friedrich (1987) echoes Sprague's concern, suggesting that the instructional communication field tends to be "overly reliant on one approach to doing research" (p. 9). He contends that the field of instructional research "is likely to be enhanced by encouraging greater diversity of research

traditions" (Friedrich, 1987, p. 9). Sprague advocates an alternative approach to instructional pedagogy, suggesting that adopting such a perspective will "clarify our normative assumptions, sharpen our sense of purpose, and enrich the insights we are able to offer educators" (p. 20).

One immediate solution that can remedy or clarify the above concern is to engage in the systematic process of assessment, categorization, and synthesis. While some scholars may view this process as an exercise in futility, Staton-Spicer and Wulff (1984) argue that "[e]very discipline needs to examine its product periodically by scrutinizing the research [that] it is producing" (p. 377). Book and Pappas (1985) support Staton-Spicer and Wulff's assertion, purporting that "[i]t is necessary for academicians in any discipline to periodically review where the field has been and what significant questions remain without answers" (p. 1). Staton-Spicer and Wulff (1984) provide a two-fold rationale to support their claim:

> First, it seems that an appropriate way to define an area of study is to examine the research produced within the parameters of the area. It is reasonable to state a priori what a given area of research ought to do, or ought to investigate, but an actual assessment of the research must be made a posteriori. Second, a descriptive examination is a critical step in theory building. It allows for an examination of content and research development within an area and also enables scholars to chart the emerging trends and needed directions for research (p. 377).

Several overviews and reviews of literature have been published which attempt to provide clarification and direction for the research conducted in the discipline of communication and instruction. Specific reviews have been provided in topic areas like communication development (Van Kleeck & Daly, 1982),

instructional strategies (Wheeless & Hurt, 1979), classroom interaction (Daly & Korinek, 1980), listening (Rhodes, 1985), learning theory (Laskbrook & Wheeless, 1978), oral and written feedback strategies (Book, 1985), teacher socialization (Staton-Spicer & Darling, 1987), teacher communication competence (Rubin & Feezel, 1985), effective teacher behaviors (Nussbaum, 1992), the development of communication competence (Van Hoeven, 1985), and the domain of instructional communication proper (Friedrich, 1987; Scott & Wheeless, 1977). Staton-Spicer and Wulff (1984) have also provided a compendium of research in communication and instruction, while Grant and Miller (1994) have extended this analysis to date by reviewing regional, national, and international journals that have examined empirical research in the areas of (a) instructional communication, (b) communication education, and (c) communication training and development.

Out of all the reviews of literature that have been conducted, however, one review which has yet to be

performed is a systematic examination of the non-empirical research published within the field. Such an examination would provide both a) an initial assessment and b) future direction for the field of communication and instruction.

The rationale for conducting such an analysis is two-fold. First, examining the non-empirical research will provide insight into those respective "trains of thought" which have guided research in communication and instruction to its perceived, undesired, state (Sprague, 1992, 1993). Secondly, tracing possible themes or trends that exist throughout the research will provide a theoretical synopsis of research in communication and instruction. This summary will provide a better understanding of the field's past, while providing opportunities for a clearer, more refined future.

Staton-Spicer and Wulff (1984) recognize the importance of conducting such a task. They contend: "It is our systematic programs of research which are

building instructional communication theory, and subsequently, contributing to the development of communication theory" (p. 384). The primary task of this research report is to investigate such a premise, by providing an extended, systematic, analysis of the non-empirical research in the domain of communication and instruction from the period of 1983-1993.

The research questions selected for this study have been primarily guided by the outcomes of the 1984 Speech Communication Association Regional Research Seminar (originated by the 1973 Memphis Conference), that investigated current concerns and future options for the field of communication and instruction (see Friedrich, 1987; Trank, 1985). The papers from this symposium served to "provide a focus for ... concerns about research in communication education and [to] identify critically needed areas of additional research" (Trank, 1985, p. vi).

Specific recommendations from the Memphis conference provided a research agenda characterized by

four areas of research: (a) skills and assessment of teacher communication competence (Rubin & Feezel, 1985); (b) oral and written feedback strategies (Book, 1985); (c) an examination of the listening construct in communication journals (Rhodes, 1985); and (d) the development of communication competence (Van Hoeven, 1985). Book and Pappas (1985) identified additional issues that were not been specifically addressed by the symposium. Some of the issues include: a) taxonomies applicable to speech communication, b) competency-based certification for speech communication teachers, c) clarity of the role of speech education within the education of all teachers, d) coordinated field experiences in pre-service speech communication education, e) two-year and four-year collage and university coordination, f) articulation between levels of instruction, g) kindergarten through college, and h) values in speech education. In order to systematically examine these issues, the following research questions guided the study.

RQ1: Did non-empirical articles appearing in regional, national, and international journals primarily concentrate themselves on the areas of instructional communication, communication education, or training and development?

RQ2: What genre of non-empirical articles are present in regional, national, and international communication journals relating to communication education, instructional communication, and training and development?

RQ3: What specific topics are examined in the regional, national, and international communication journals relation to communication education, instrucational communication, and training and development from 1983-1993?

RQ4: Do non-empirical articles in regional, national, and international communication journals form 1983-1993 address/relate to settings of K-12 education, community college education, undergraduate education, graduate education, or to

non-academic settings.

RQ5: Do non-empirical articles found in regional, national, and international communication journals relating to communication education, instructional communication, and training and development (1983-1993) focus more on the academic population of students, faculty or administration?

RQ6: What trends, if any, exist in the non-empirical articles in regional, national, and international communication journals relating to communication education, instructional communication, and training and training and development from 1983-1993?

METHOD

Sample. The universe implied by the research questions included all non-empirical instructional communication, communication education, and training and development articles (n=252) published from 1983-1993 in regional, national (e.g., SCA) and international (e.g., ICA) communication journals. The

unit of analysis for the study consisted of article abstracts. In those instances where abstracts were not present, the first page of the article was consulted.

Category Definition. Researchers conducted a preliminary examination of the abstracts, identifying possible areas for category construction. Six categories of information emerged from this process, which characterized the coding instrument. The first category solicited general information regarding the abstract number, journal title, and year of publication. The second category identified thirty (n=30) possible topics which could characterize the articles. The third category sought to identify the article as being primarily representative of the area of (a) communication education, (b) instructional communication, or (c) training and development. The fourth category asked coders to identify the genre of the article. Here nine (n=9) categories were originally gleaned from the literature, but were collapsed into five (n=5) categories after the

preliminary training/coding session: (a) case study; (b) pedagogical issues; (c) development of theory; (d) discussion paper; and (e) spotlight on scholarship. The fifth category asked the coders to identify whether the article primarily related to the academic population of teachers, students, or administration, while the sixth category asked the coders to identify the predominant educational setting of the article (e.g., K-12, community college, undergraduate, graduate, non-academic). Coders were asked to check all terms which applied within the categories of: (a) topic addressed, (b) educational setting, and (c) academic population. The categories of (a) genre and (b) article concentration, however, asked coders to identify the predominant category item. (For specific category definitions, see appendix A).

Procedure. Three coders (f=2; m=1) participated in the study. At a training session, the researchers provided the coders with detailed instructions of the category definitions and the coding process. The

coders were also given four examples of abstracts from 1982 and 1994 publications (which were outside of the time period examined in this study) and asked to code these practice abstracts prior to the training session. Questions that arose during the practice coding were addressed in the training session.

Following the training, each coder independently analyzed 25 abstracts (10% of the population) which were selected using systematic random sampling with a random start in order to determine intercoder reliability. Preliminary analysis revealed an unacceptable intercoder reliability for two categories (i.e., genre, and academic population). The researchers reviewed the codebook and refined the problematic items and their respective definitions. Initially, the genre category included seven different areas and the academic population was to be coded as the most predominant. The revisions collapsed the seven categories down to five for genre of article, while the category of focus of population was changed

to presence/absence. In addition, five of the initial 35 topic areas were omitted because of redundant coding tendencies. The coders were retrained in the use of the collapsed categories and were assigned 75 to 80 abstracts (i.e., the remainder of the population) to code independently.

Holsti's (1969) formula was used to calculate intercoder reliability for all categories. Reliabilities for individual categories ranged from +0.60 to +1.00 with an overall reliability of +0.88. The lowest reported categories were genre of article and academic population.

Results

Because the entire population of interest was analyzed, inferential statistics were not necessary or appropriate for determining "significant" outcomes. As a result, frequencies and percentages were used to address the research questions.

In regard to research question one, the article concentration was examined by (a) overall frequency,

(b) frequency by year, and (c) frequency by journal. Communication Education was most frequently the focus of the articles examined in this study (see Table 1).

Insert Table 1 about here

Yearly trends (see Table 2) indicate that most of the Communication Education articles (52%) were published between 1983 and 1986. Training and Development shows a similar trend with 42.9% of its articles being published within the first two years of this investigation. In contrast, Instructional Communication articles show an increase in the last three years of the study, with 41.4% of the articles appearing between 1991 and 1993.

Insert Table 2 about here

Research question two was addressed by examining the genre of the articles by overall frequency,

frequency by year, and frequency by journal. Pedagogical Issues was the most frequent genre (see Table 3), while Development of Theory was the least

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Insert Table 3 about here

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frequent genre. When the genre is broken down by year (see Table 4) several patterns emerge. Pedagogical Issues had 56.5% of its articles published in the first four years of the investigation, while Spotlight on Scholarship had 46.7% of its articles published in

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Insert Table 4 about here

1987. The years 1984 and 1989 produced 70% of the articles on Development of Theory.

Research question three concerns the topics of the articles. Examining the number of articles by the topics they address (see Table 5) shows that (a) Instructional Strategies was the most frequent topic,

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Insert Table 5 about here

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followed by (b) Public Speaking/Speaking Skills, (c) Educational Philosophy, (d) Oral Interpretation/Reader's Theater, (e) Rhetorical Criticism/Analysis, (f) Basic Course, and (g) Cultural/Ethnic/Intercultural. The frequency of several topics were also found to differ by year (see Table 6).

Insert Table 6 about here

The educational setting is the subject of research question four. Table 7 shows that the articles in this study are most frequently relevant to undergraduate and community college education, while they least

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Insert Table 7 about here

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frequently target non-academic populations. In every category, the bulk of the studies are found in a 3 to 4 year period toward the beginning years of the investigation (see Table 8). The years 1984, 1985, and 1987 contain 57% of the articles pertaining to K-12 education, while 1983-1985 contain 52% of the articles

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Insert Table 8 about here

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relating to Community College, and 41% of the articles relating to Undergraduate Education. The span of years from 1983-1986 contains 51.6% of the articles relating to Graduate Education and 52.9% of the articles addressing Non-academic Populations.

Research question five concerns the academic focus of the articles. Teachers were the most frequent academic focus while Administration was the least common focus (see Table 9). As with the educational

Insert Table 9 about here

setting, a large percentage of the articles in each category tend to be found in a few years toward the beginning of the investigation (see Table 10): for Teachers, 51% of the articles are from 1983-1986; for Students, 57.1% of the articles are from 1983-1985, and for Administration, 28% of the articles are in 1984.

Insert Table 10 about here

Other trends which were examined in this study included the number of articles per year and the number of articles per journal. The years with the most articles pertained to this study were 1983 and 1984, while the least number of articles appeared in 1988. Table 11 indicates that the early 1980's produced the most articles per year. The numbers then drop off in

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Insert Table 11 about here

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the late 1980's and early 1990's. The last three years of this study suggest consistent trends. As expected, Communication Education had the most number of articles in this study with 191 articles (see Table 12).

Insert Table 12 about here

Discussion

The primary focus of this investigation, as suggested by research question one, was concerned with the overall concentration of the articles (communication education, instructional communication, or training and development). In a similar study, Grant & Miller (1994) found that a majority of empirical articles concerning communication and instruction in the communication journals focused on the area of instructional communication. This is not

the case, however, for the non-empirical journal articles examined here. Results of this study indicate that an overwhelming majority of the articles (almost 80%) focus on communication education. While this finding appears to make intuitive sense, with 191 of the 251 articles coming from the SCA journal entitled, Communication Education, it is in direct contrast to the stated purpose of the publication. Sprague (1993) notes that in 1985 the call for manuscripts for Communication Education was changed to a "request for scholarship on 'topics related to communication setting' in contrast to the previous language that described the journal as 'a practical resource for teachers of speech communication'" (1993, p. 119). Although the number of instructional communication articles has increased since 1985, communication education is still the dominant focus.

Also of interest is the apparent disregard for instructional communication, communication education, or training and development by other communication

publications. Journals such as Human Communication Research and Communication Theory, contained no non-empirical articles related to these areas during the period under study, while other publications contained relatively few articles. This may indicate a lack of inclusion for non-empirical work, for communication studies based on an educational perspective, or for editorial biases against such work.

The second research question explored the genre of each article. Not surprisingly, the predominant genre was Pedagogical Issues, listed in over 45% of the articles. Perhaps of greater interest, however, is the dearth of articles dealing with the development of theory. Only 10 articles, or 4% of the total, appeared in the entire 11-year period. This seems to provide support for Sprague's (1993) lament that the advancement of theory in the area of instruction in general, and communication education in particular, is falling far behind that in other areas of communication, and, as she suggests, "the gap is

widening" (p. 111).

Similarly, the investigation of article topics (research question three) shows a majority of the topics are directly related to communication education. Though Instructional Strategies, which may pertain to either instructional communication or communication education, was the most frequently listed topic, context-specific communication education topics such as Public Speaking/Speaking Skills, Oral Interpretation/Reader's Theater, and the Basic Course are also among the most frequently addressed topics. This suggests that communication and instruction scholarship may still be focusing upon the more historic goal of teaching communication skills rather than focusing on the broader goal of exploring the role of communication in the learning process.

Research question four addressed the academic setting examined in the articles. As expected from the frequent use of undergraduates in empirical research, the majority of the non-empirical articles were also

oriented towards undergraduate education. This was followed rather closely by an orientation toward community college education. Rather than reflecting the growing levels of enrollment in the nation's community colleges, however, this finding is most likely the result of coders indicating that the educational orientation of the articles could apply equally to the undergraduate as well as to the community college domain.

The investigation of research question five, which concerned whether the article focused on teachers, students, or administrators, shows a primary focus on teachers. The high incidence of the teacher as focus of the articles seems to indicate a continuation of the traditional view of the educational process as primarily a linear one-way process--with the teacher as the imparter of knowledge.

The final research question, sought to identify possible general trends in the articles. One general trend found was that fewer non-empirical articles were

published during the latter part of the 11-year period. Indeed, over half the articles were published during the first four years of the period. Non-empirical articles were notably under-represented in 1988 and 1990, with only four and six articles, respectively. The number of articles has again begun to increase, though still below the levels of the early 1980's. Another, encouraging trend has been an increase in articles dealing with gender and cultural issues. Though still comprising a relatively small portion of the total, these topics seem to be becoming an accepted part of the research literature.

Although there may be some hope, in general, the findings of this study do little to assuage Sprague's (1992) concern that instructional communication research has been too centered on the process-product, teacher-centered paradigms of instruction. Indeed this study seems to indicate that this influence affects not only the empirical research, but the non-empirical work as well. The findings also seem to support Sprague's

further contention that advances in pedagogy have not kept pace with theoretical advances in the communication field (Sprague, 1993).

While this investigation illuminated several interesting trends within the field of communication and instruction, certain aspects of the study should be interpreted with caution. First, the use of article abstracts as the units of analysis could be misleading. Abstracts are conventionally defined as brief summaries of the articles and are thus incomplete. In addition, each journal has a different policy regarding abstracts. Some journals allow the author to provide his or her own abstract, while others have someone else write one. In some journals, the abstracts appear in the table of contents rather than above the article itself. In these cases the abstracts are much shorter, some even less than 10 words long. This lack of consistency may cause the completeness and accuracy of the abstracts to be suspect.

Second, the lack of exclusivity of the categories,

for example the overlap between undergraduate and community college categories, could bias the findings towards those categories which seemed to encompass several categories at once.

Journal editorship could also influence what articles are solicited and accepted for publication, as well as the use, length, position, and completeness of abstracts. These decisions, especially in the case of the editor of Communication Education could have a profound influence not only on the findings of this study, but also on what communication scholars have perceived to be important areas of investigation in the field of communication and instruction.

Finally, during the period examined in this study, several new publications have come into being. Thus, some journals are not represented across the entire 11-year span of the investigation. In addition, within the time frame covered, SCA has begun three publication series pertaining to this investigation: Speech Communication Teacher, Education and Instructional

Development, and Applied Communication. These were not included within the study since they are not journals. However, they do provide scholars with further outlets for scholarship in communication and instruction.

Given these constraints, what recommendations might be warranted for non-empirical research papers during the coming decade? The first suggestion is to consider changing the traditional view of the classroom process to a more socially-based understanding of learning, such as that as advocated by Sprague (1992), in which "courses would focus far less on teacher talk and more on the ways that student talk facilitates the learning of all subjects" (p. 10). A second suggestion is to shift the primary focus of non-empirical research articles from communication education to instructional communication. The focus on communication education has been, and continues to be, constrictively narrow. Important questions raised "under the rubric of instructional communication are integral to the discipline as a whole, while those addressed by

communication education researchers are germane largely to the area" (Staton-Spicer & Wulff, 1984). Finally, it is of major importance to promote the development of theory. Sprague's concern that the area is being left behind in communication theory development appears to be valid. Without theoretical growth in the area of communication and instruction, the future of this area of research will continue to perpetuate its predominately atheoretical orientation. Researchers need to make concerted attempts to promote dialogue to develop theory. Doing so will provide the prerequisite foundation for future growth communication and instruction research.

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Table 1

Frequency and Percentage of Non-empirical Articles by Article Concentration

Concentration	Frequency	Percentage
No Specific Focus	9	3.6
Communication Education	198	79.2
Instructional Communication	29	11.6
Training and Development	14	5.6
Total	250	100.0

Table 2

Article Concentration by Year

	Y E A R										
Concentration	83	84	85	86	87	88	89	90	91	92	93
No Specific Concentration	2	1	1	2	3						
Communication Education	27	33	21	22	18	2	18	5	21	15	16
Instructional Communication	3	2	3	2	1	1	4	1	2	7	3
Training and Development	3	3	1	1		1	1		1	2	1

Table 3

Frequency and Percentage of Non-empirical Articles by Genre

Genre	Frequency	Percentage
No Genre Reported	2	.8
Case Study	20	7.9
Pedagogical Issues	115	45.6
Development of Theory	10	4.0
Discussion Paper	90	35.7
Spotlight on Scholarship	15	6.0
Total	252	100.0

Table 4

Genre of Articles by Year

	Y E A R										
Genre	83	84	85	86	87	88	89	90	91	92	93
Case Study	1	1	3	1	4	1	4		1	2	3
Pedagogical Issues	19	18	13	15	4	2	10	4	10	9	11
Development of Theory	1	3	2	2	1	1	4	1	2	1	1
Discussion Paper	10	16	8	4	12	1	9	1	11	11	7
Spotlight on Scholarship	3	1			7	1			2	1	

Table 5
Frequency of Non-empirical Articles by Topic

Topic	Frequency
Argument/Debate	12
Basic Course	23
Communication Apprehension	5
Communication Competence	13
Communication Context	8
Communicator Style	6
Cultural/Ethnic/Intercultural	22
Discourse Analysis	2
Educational Philosophy	35
Empathy	0
Ethics	10
Evaluation Methods	19
Gender Issues	9
Graduate Programs	10
Instructional Strategies	87
Internships/Career Opportunities/ Career Development	12

Table Continues

Table 5 (continued)

Frequency of Non-empirical Articles by Topic

Topic	Frequency
Interpersonal	16
Intrapersonal	4
Legal Communication	5
Listening	11
Mass Media	11
Oral Interpretation/Reader's Theater	27
Political Communication	4
Public Speaking/Speaking Skills	37
Reasoning	6
Research Methods	17
Rhetorical Criticism/Analysis	24
Self Development/Self Concept	2
Taxonomy Development	4
Teacher Training	17
Theoretical Criticism/Analysis	18

Note: Each article may appear in more than one category

Table 6
Article Topics by Year

					Y	E	A	R				
Topic	83	84	85	86	87	88	89	90	91	92	93
Argument/Debate	2	1	4	3			1		1		
Basic Course	4	5	1	3	2		1		2	2	3
Communication Context		2	2	2	1	1					
Communication Apprehension		3					1		1		
Communicator Style		1	1	1	1			1		1	
Cultural/Ethnic/Intercultural	1	1	1	2			2	2	1	3	4
Discourse Analysis			1				1				
Educational Philosophy	2	1	1	5	4		5	1	6	4	6

Table continues

Table 6 (continued)

	YEAR										
Topic	83	84	85	86	87	88	89	90	91	92	93
Empathy											
Ethics			3		4		1		1	1	
Evaluation Methods	2	3	3	2	1		1	1	2	3	1
Gender Issues									5	2	2
Graduate Programs		1			1		3		2	2	1
Instructional Strategies	14	11	11	14	5		9	2	6	6	
Internships/Career Opportunities/ Career Development	2	4	1	1	1		1			2	
Interpersonal	3	4	1	2	3				1	1	1

Table Continues

Table 6 (continued)

	Y E A R										
Topic	83	84	85	86	87	88	89	90	91	92	93
Intrapersonal	1	3									
Legal Communication		1			2				1		1
Listening	2	5	3		1						
Mass Media	2		2	1		2		1	1	2	
Oral Interpretation/Reader's Theater	4	4	1	3	2				4	6	3
Political Communication	1				1		1			1	
Public Speaking/Speaking Skills	3	11	5	6	4		2	2	1	2	1
Reasoning		2	1	1				1		1	
Research Methods		3	3	2	2		2		2	2	1

Table continues

Table 6 (continued)

	YEAR										
Topic	83	84	85	86	87	88	89	90	91	92	93
Rhetorical Criticism/Analysis	4	3	2	1	1		7	3		2	3
Self Development/Self Concept		1								1	
Taxonomy Development			2								2
Teacher Training	1		3	1	1		6		2	2	1
Theoretical Criticism/Analysis	1	2	1	1	2		2	1	3	3	2

Note: Articles could address more than one topic.

Table 7
Frequency of Non-empirical Articles by Educational Setting

Educational Setting	Frequency
K-12 Education	54
Community College	121
Undergraduate Education	195
Graduate Education	95
Non-academic Population	34

Note: Each article may appear in more than one category

Table 8

Predominant Educational Setting of the Articles by Year

	Y E A R										
Educational Setting	83	84	85	86	87	88	89	90	91	92	93
No Specific Population	5	4	3	3	7	3	2	2	3	6	2
K-12 Education	4	10	13	4	8		3	1	7	3	4
Community College	18	26	19	10	9	3	4	2	11	9	10
Undergraduate Education	27	29	24	20	14	3	15	3	21	20	19
Graduate Education	8	17	13	11	6	1	8	1	10	12	8
Non-Academic Population	5	5	4	4	3	2	3	2	4	2	

Note: Articles could apply to more than one population.

Table 9

Frequency of Non-empirical Articles by Academic Population

Academic Population	Frequency
Teachers	194
Students	49
Administrators	25
None of the Above	37

Note: Each article may appear in more than one category.

Table 10
Academic Population of Article by Year

	Y E A R										
Academic Population	83	84	85	86	87	88	89	90	91	92	93
Teachers	27	28	22	22	14	3	19	2	22	18	18
Students	7	14	7	4	2		4	2	3	2	4
Administrators		7	3	2	1		4		2	2	4

Note: Articles could have more than one academic focus.

Table 11

Frequency and Percentage of Non-empirical Articles by Year

Year	Frequency	Percentage
1983	35	13.9
1984	39	15.5
1985	26	10.3
1986	27	10.7
1987	22	8.7
1988	4	1.6
1989	23	9.1
1990	6	2.4
1991	25	9.9
1992	24	9.5
1993	21	8.3
Total	252	100.0

Table 12

Frequency and Percentage of Non-empirical Articles by Journal

Journal	Frequency	Percent
Communication Education	191	74.8
Communication Monographs	0	0.0
Communication Quarterly	15	6.0
Communication Studies	10	4.0
Human Communication Research	0	0.0
Journal of Applied Communication Research	10	4.0
Journal of Communication	6	2.4
Quarterly Journal of Speech	1	.4
Southern Journal of Communication	4	1.6
Text and Performance Quarterly	12	4.8
Western Journal of Communication	3	1.2
Total	252	100.0